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ABSTRACT

Anticipating a resident population by 1991, the State University of New York Institute of Technology at Utica/Rome is establishing a proactive alcohol and drug abuse prevention program with links to the surrounding community. According to a recent study, the college student population exceeds national norms for alcohol and drug consumption, and data further suggest that the addition of residence halls will attract both younger students with greater propensity for psychoactive drug use and illicit drug sellers. Based on a review of the literature, the program objectives are to: (1) strengthen prohibition of illicit drug use and self-destructive alcohol use; (2) prevent and reduce on-campus use of these substances by developing and disseminating credible scientific information on their adverse consequences; (3) stimulate and support student-generated alternatives to their use and plan for maximal use of the educational, athletic, and social resources and facilities of the college; (4) develop and execute an alcohol and drug education and training program for all institutional personnel; (5) reduce on-campus alcohol and drug use through referral to community resources, counseling, and self-help; and (6) prevent drug and alcohol abuse by stimulating prevention and treatment efforts in primary and secondary transfer institutions. (Author/MSE)

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Application for AASCRU/ERIC Model Programs Inventory

# A Proactive Alcohol and Drug Abuse Prevention Program

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## AASCU/ERIC Model Programs Inventory Project

The AASCU/ERIC Model Programs Inventory is a two-year project seeking to establish and test a model system for collecting and disseminating information on model programs at AASCU-member institutions--375 of the public four-year colleges and universities in the United States.

The four objectives of the project are:

- To increase the information on model programs available to all institutions through the ERIC system
- To encourage the use of the ERIC system by AASCU institutions
- To improve AASCU's ability to know about, and share information on, activities at member institutions, and
- To test a model for collaboration with ERIC that other national organizations might adopt.

The AASCU/ERIC Model Programs Inventory Project is funded with a grant from the Fund for the Improvement of Postsecondary Education to the American Association of State Colleges and Universities, in collaboration with the ERIC Clearinghouse on Higher Education at The George Washington University.

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A Proactive Alcohol and Drug Abuse Prevention Program for

the State University of New York at Utica/Rome

**Abstract**

Anticipating a resident population by 1991 the SUNY Institute of Technology at Utica/Rome is implementing strategies for establishing a proactive alcohol and drug abuse prevention program with interactive links to the surrounding community. According to a recent survey conducted by the SUNY Institute of Technology's Committee on Alcohol and Drug Education and Prevention, the College student population exceeds national norms for alcohol and drug consumption. Data further suggests that the addition of residence halls will attract younger students with a greater propensity to use psychoactive drugs. Moreover, a resident population will be an attractive target for illicit drug sellers. Therefore, the College felt compelled to invest its resources and sought supplemental resources to implement sound preventive measures aimed at developing a drug free institution.

Predicated on a comprehensive review of the literature, the six following objectives will be realized: (1) Strengthen the prohibition of the use of illicit drugs and the self-destructive use of alcohol; (2) Prevent and reduce on-campus use of illicit drugs and the self-destructive use of alcohol by developing and disseminating credible scientific multi-media information on the adverse consequences of drug and alcohol use; (3) Stimulate and support student generated alternatives to the use of illicit drugs and the self-destructive use of alcohol, and plan for maximal use of the educational, athletic, and social resources and facilities of the College; (4) Develop and execute an alcohol and drug education and training program for all institutional personnel; (5) Reduce on-campus alcohol and drug use through referral to community resources, counseling, and self-help groups; (6) Prevent the use of illicit drugs and the self-destructive use of alcohol by stimulating prevention and treatment efforts in primary

and secondary transfer institutions.

## I. Need

The SUNY Institute of Technology at the State University of New York at Utica/Rome is an upper division college (junior and senior years and graduate programs) serving graduates of community colleges and other two- year transfer institutions. The College is anticipating a resident student population in 1991. The College Committee on Alcohol and Drug Education and Prevention conducted a survey of past and present use among commuting students in Fall, 1988. Twelve hundred self-report questionnaires were mailed, and 448 were returned (37 percent return rate). SUNY commuting students exceed national lifetime prevalence rates of high school seniors, young adults, (18-25), and adults (26+) in the use of alcohol, marijuana, and stimulants. In the use of cocaine, the lifetime prevalence rate of SUNY students is nearly identical (23 percent) to the lifetime prevalence rate of young adults in the use of cocaine (25 percent). Lifetime use of hallucinogens is higher among SUNY students (14 percent) than young adults (12). Lifetime use of barbiturates and methaqualone (11 percent) among SUNY students is identical to lifetime use of these substances among young adults. Lifetime use of tranquilizers among SUNY students (6 percent) was lower than lifetime use of tranquilizers among young adults (12 percent). Lifetime use of PCP and heroin among SUNY students was less than .05 percent, and use of other opiates (7 percent) was lower than the use of other opiates by young adults (11 percent). Ten percent of SUNY students reported daily use of drugs or alcohol in the last month, 7 percent reported daily use in the last year, and 21 percent reported daily use at some time in life. Seven percent of SUNY students reported daily use of alcohol in the last month, 3 percent reported daily use in the last year, and 10 percent reported daily use at some time in life. The daily use of alcohol in the last month (7 percent) is higher than the daily use of alcohol in the last month (5 percent) reported

by national surveys of college students. The SUNY survey asked if students had five or more drinks in a row in the last two weeks. Forty percent of SUNY students responded affirmatively. National survey data on college students report 45 percent of college students had five or more drinks in a row in the last two weeks.

These data demonstrate a high level of participation by SUNY students in off-campus drug using subcultures. The addition of residence halls will attract students with well developed drug careers. National statistics would lead us to expect that within the last twelve months 42 percent have used marijuana, 2 percent LSD, 17 percent cocaine, 2.7 percent opiates, 12 percent stimulants, 2.5 percent sedatives, 2.5 percent tranquilizers, and 45 percent report five or more drinks in a row in the last weeks. The College has a serious drug and alcohol problem in the current commuting student population. National data suggest that a resident student population will create an instant on-campus drug using subculture. One of the intentions of this project is to outline vigorous and effective actions which will reduce drug and alcohol use among commuting students and prevent the future development of an on-campus drug using subculture.

The College is clearly located in a community with a well developed drug taking subculture. It is fed by a stream of students from local community colleges which have established drug using patterns. Merely focusing on students at the College (upper division students) would only provide symptomatic relief with dealing with the root or underlying causes of the problem. National data show that drug behaviors are well established upon completion of high school. It further suggests that this these behaviors are continued and expanded in the early college years. Since these populations serve as feeders for the College, it is imperative that they are considered as part of the need for a comprehensive alcohol and drug abuse prevention program at that College.

## Project Description

The goals of this project are to reduce the use of illicit drugs and the self-destructive use of alcohol among commuting students and prevent the development of a drug using subculture in the new resident population expected in Fall, 1991. The strategy for achieving theses goals is predicated on two main findings of the literature on the use of drugs and alcohol. Association with peers who use drugs is the variable which is most strongly correlated with the onset of alcohol and drug use. If groups play a major role in the onset of alcohol and drug use, then groups can also play a fundamental role in the prevention and reduction of the use of alcohol and drugs. The second finding of import is an approach for promoting group condemnation of the self-destructive use of alcohol and drugs. Lloyd Johnston (the Director of the Annual Survey of Drug Use Among High School Seniors and Young Adults) contends that drug education efforts can turn down rates of alcohol and drug use. Educational efforts have failed in the past, according to Johnston, largely because drug educational efforts were highly moralistic, based on pseudoscientific research on drug effects, or biased and judgmental interpretations of the scientific literature on drug effects. Drug users ignored such educational campaigns because the information from drug educators was completely inconsistent with their experiences of drugs.

The information on the effects of smoking represented an important departure from traditional approaches to drug education. On the whole, the dissemination of the scientific information on the effects of smoking succeeded in becoming believable to large numbers of smokers because the educational campaign on the effects of smoking accurately disseminated compelling scientific knowledge. Johnston's analysis of his survey data on smoking produced empirical support for a drug education model. First, individual users must be convinced that drug use is harmful to physical health, mental health, and social and occupational functioning. Changes in the beliefs of individual

users result in group condemnation of drug use which, in turn, produces a downturn in rates of drug use.

Separate seminars on the acute and chronic effects of psychoactive drugs will be available to management, faculty and staff. An explicit drug message will be emphasized in these training sessions. Psychoactive substances are a problem precisely because large numbers of persons are able to define the effects of these substances as pleasurable. However, credible scientific research has firmly established that high dose high frequency use of psychoactive substances will adversely affect physical health, undermine mental health, reduce social and occupational functioning, increase the risk of accidental injury to self and others, increase the risk of incurring criminal penalties (including the new federal penalties for small amounts of illegal drugs), and contribute to criminal national and international drug cartels which undermine the tenets of a free democratic society. This drug message will also be propagated in posters, brochures, a monograph, interactive computer video, and a video series. All multi-media materials will be made available to administrators, faculty, staff, and students of the SUNY Institute of Technology. All multi-media education and prevention materials will be made available to educational institutions, law enforcement organizations, and other interested groups and organizations in the area, region, state, and nation.

The effort to stimulate group condemnation of the use of illicit drugs and the self-destructive use of alcohol will be combined with a variety of other supportive activities. A College Committee on Alcohol and Drug Education and Prevention will review all college policies related to alcohol and drugs and recommend revisions where appropriate. Moreover, the Project Coordinator will enlist the support of the College Committee on Alcohol and Drug education and Prevention to convince all constituencies of the College to begin a long term strategy to reduce the availability

and frequency of the use of alcohol in all phases of institutional life. Intensive research on alternatives to the use of illicit drugs and the self-destructive use of alcohol will be conducted in sister New York State institutions of higher education. Particular attention will be devoted to developing activities and programs devoted to non-alcoholic events. Finally, peer self-help groups and student anti-drug groups will be organized.

The ultimate success of the SUNY Institute of Technology's Proactive Alcohol and Drug Abuse Prevention Program depends on stimulating alcohol and drug education and prevention efforts in primary transfer institutions. A consortium consisting of the SUNY Institute of Technology and the primary transfer institutions (community colleges) will be organized. The consortium will meet monthly to share ideas and strategies for preventing and reducing the use of illicit drugs and the self-destructive use of alcohol. Consortium members will receive copies of all multi-media alcohol and drug education materials, a self-study kit which includes questionnaires for a survey of drug use among students, suggestions for administration of the questionnaire and analysis of the data, assistance in grant writing, and a forum for collegial support and exchange by a group engaged in a common struggle.

A $132,689 two year grant from the U.S. Department of Education's Fund for the Improvement of Post-Secondary Education combined with $192,252 in direct and indirect support from the SUNY Institute of Technology established the Center for Drug Prevention. The SUNY Institute of Technology Center for Drug Prevention is staffed by two full time persons - a Director and a Program Coordinator. Professor Alphonse J. Sallett is the Director of the Center for Drug Prevention. He is responsible for orchestrating all of the planning, organizing, staffing, coordinating, implementing, evaluating, and reporting associated with the project. Professor Sallett is a sociologist with twenty years of teaching and research experience in the sociology of deviance, crime, and drugs. Professor Sallett also has state of the art skills in desktop

publishing and desktop video. Mary Ward is the Program Coordinator. She is a Spring, 1989 graduate of the College. Ms Ward is responsible for middle management implementation of all educational strategies and activities (both on and off campus) of the Center for Drug Prevention. Dr. G. Daniel Howard, Director of Research and Graduate Studies and Acting Vice President for Academic affairs is the Project Director. He has primary responsibility for fiduciary oversight and compliance with all appropriate statutes, codes, regulations, and accounting requirements. The College is donating 5 percent of Dr. Howard's time to the project.

In addition to the preceding key individuals, a number of College personnel are contributing to the project. The following individuals are contributing 5 percent of their time to the project: Dr. David Keymer, Dean of Student Services; Mr. David Garrett, Director of Counseling; Ms. Dorene Aiello, Director of Student Activities; Mr. Daniel Shabert, Director of Instructional Support; Mr. David Bramble, Producer; Mr. Steven Perta, Studio Engineer; and Mr. Kirk Starczewski, Director of Publications.